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EDU 318

Midterm Questions

Literacy Attendance

Literacy attendance is a quick and easy start to every school day. This occurs every morning and during this time, children have the option to share literacy learning from home that connects with something they have been learning in school. However, there are some advantages and disadvantages of literacy attendance. The main advantage or goal of literacy attendance is that kids learn from each other. By sharing their thinking and connections, it allows other children to learn from their experiences. A disadvantage of literacy attendance is that sometimes kids are reluctant to share. Another disadvantage is that when a child shares something, often times it isn’t relevant to the topic. Overall literacy attendance is an effective way for children to share their learning and it’s a great start to the school day.

Chapter 1

The gradual release of responsibility model has four components. The first component is teacher modeling. This means showing the children how and it includes explaining the strategy along with thinking aloud about the mental processes and demonstrating when and why it is most effective. An example of this is when reading a storybook; put the book in your lap to demonstrate that you’re thinking. Then, think out loud for children to see what’s going on inside your head as you read. The next component is guided practice. This is also called scaffolding and it consists of giving children more responsibility for each strategy. An example is let children practice using this during whole class discussion. They can apply it when they talk with their peers and in return can get honest feedback. The third component is independent practice accompanied by feedback. This is where children begin to apply the strategy in their own reading. Teacher feedback through conferences is essential. The final component is application of the strategy. This is when children apply their learning independently to different types of text. Children begin to make connections between this strategy and others and can use the strategies flexibly.

Chapter 2

To create a culture for thinking, teachers need to build genuine relationships, establish mutual trust and create working literate environments. Teachers need to pay attention to each student to know their likes and dislikes. Show students how to be respectful, thoughtful and kind; don’t just tell them. By modeling how to do these, the classroom will become a place for children to learn and grow.

Chapter 3

Teachers can apply several procedures from Reading Workshop to a basal reading program. Teachers can let students choose from a variety of books. You can have students go pick out a book once they’ve finished their math worksheets or once they’ve finished another activity. You can also incorporate read alouds into the classroom. For language arts, choose songbooks and chapter books that motivate kids to want to read. It will extend their oral language and allow them to make connections. Teachers could also use mini lessons based on expectations and behaviors for the classroom. This will set the tone for kids and they will know what is acceptable behavior and what is not considered acceptable.

Chapter 4

I like the idea of teaching decoding and strategies for comprehension “side by side”. Children need to learn to decode words and break down words in order to make meaning. When students do make meaning of the words, this is known as comprehension and so it makes sense to teach them both together. Once children figure out a word by decoding, they have already inferred the meaning and asked questions, which are both strategies of comprehension.

According to Miller, teachers should let students choose a variety of books, but have students think about if a book is too easy, just right or challenging. The teacher should model ways that readers make good choices by choosing “just right books”. Teachers should have book talks, which showcase specific books for children. Teachers can also create recommending charts for the classroom or confer with children to help them choose appropriate texts.

Chapter 5

Schema as it relates to reading is all about making connections from what you already know or your background knowledge to the text or story. Building schema is about first activating a student’s background knowledge and then building on that by having them make connections. Have them make text-to-text, text-to-self and text-to-world connections.

I never knew that there were so many ways to build schema, but after reading this chapter it has broadened my knowledge on the importance of schema in the classroom. I learned that building schema needs to be planned out by the teacher and like Debbie Miller says, proper preparation prevents poor performance.

Chapter 6

For this chapter about creating mental images, I enjoyed when Debbie talked about how the 2 girls in her classroom discussed quills of a duck after reading the poem *Ducks on a Winter Night* by Georgia Heard. One girl’s mental image changed after discussing and learning about the image of her partner. This situation has happened to me too. After learning about how another person views a topic, my image might change because I understand more or understand the topic differently. Creating mental images should be unique to the child; however every child should create mental images when reading.

Chapter 7

As an alternative to neatly stapled stacks of worksheets, students should be answering and responding in real ways to demonstrate learning. There are a few strategies that teachers can use to help students dig deeper and comprehend the material. Teachers can have students use sticky notes to write down thoughts when their reading. Students can also write notebook entries. They can keep track of their thinking, record any questions they have during reading and pick out the main ideas in the text. A few other examples are Venn diagrams, webs and story maps. All of these alternatives would be effective instead of having students do “busy work”.

Chapter 8

Inferring is defined as the heart of meaning construction for learners of all ages. When readers infer, they use their prior knowledge and textual clues to draw conclusions and form unique interpretations of the text. Readers need this skill to create interpretations to deepen their experience in a text. It allows students to infer when answers are not clearly stated in a text. Inferring is how readers gain understanding and meaning from a story.

Chapter 9

There are several things that teachers need to understand about teaching children to use questioning to develop reading skills. Teachers need to understand that children should take their time to ask thoughtful questions and then spend time answering their own questions. They can reread to find answers or they can infer from the text. Also, teachers need to encourage children to ask questions before, during and after the text. The most important concept I gained from this chapter is that it’s important for students to find the answers to their questions. It helps them gain meaning and understanding from the text if they can find the answer to the question they asked before reading the text.

Chapter 10

There are several ways in this chapter that teachers can help children to recognize and use, as aides to understanding, the features of nonfiction text. For example, the teacher can tell children to use the index as a guide to what the book is about. This way, they can know what to expect when they start reading the book. They can also use the text features to help them to distinguish important information from unimportant information. Therefore, they can use these to answer questions they have to synthesize texts for themselves.

Chapter 11

The children’s writing in this chapter is very advanced compared to the writing I observed in my placement. I observe 1st graders and the synthesizing the student’s do in this chapter was amazing for such young students. They really grasped the concept of synthesizing and it’s evident in the worksheets they did. However, the students in my placement could potentially grasp the idea of synthesizing later on in the year. Right now, the teachers are focusing on having students visualize and make connections to the text. For example, their recent assignment was to create a story based on camping and tents. Each student’s work was unique. They had good content in their writing and I could see a lot of potential for each student to grow as a reader and as a writer.